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**Managerial Behaviour And Corporate Social Responsibilities of Private Education
Providers in Nigeria: A Case of Private Primary Education**

Abstract

The positive image of the corporate, social and environmental performance of any organisation to a very large extent, is critical to the success of the organisation. To underscore the need for managers to be more responsive to the effect their business policies and operations have on the society, this study examined the managerial behaviour and corporate social responsibility of private education providers in Nigeria, especially at the primary level- the foundation of the educational system all over the world. The study adopted a mixed method for data collection, involving a survey and focus group discussion. Simple random sampling and purposive sampling were used respectively to select the final sample size of respondents made up of stakeholders of private schools - parents, teachers, school proprietors and officials of ministry of education. The multiple regression procedure on Statistical Package for Social Sciences (SPSS) version 20 was used to analyse data from the survey, while ethnographic content analysis was used to analyse data from focus group discussion.

While it is evident that most parents and guardian in the global community are choosing the private schools over the public schools because of their perceived accountability or social responsibility that ensures academic success, findings from the study of private schools, especially in the developing countries show that some private education providers fall short in responsible managerial behaviour and corporate responsibility. Socially responsible managerial behaviour has been found to be a deliberate choice which business managers make and use to gain competitive advantage and secure their businesses.

Keywords: Managerial Behaviour, Corporate Social Responsibilities, Private Education Providers, Nigeria, Primary Education

Introduction

One of the critical issues in the contemporary global business economy is the need for responsible management of business organisations. Globalisation and rapid technological change have made consumers to be more aware of their rights and privileges as consumers, and thus are more deliberate in their choices and preferences for goods and services. Also, managers of organisations which provide goods and services have also come to the reckoning that they are dealing with much more informed customer or community who have access to all kinds of information via the internet, unlike several decades ago when consumers knew little or nothing about their rights because they lacked access to the necessary information. This trend has compelled the need for organisations and their managers to be socially responsible to their customers, as well as to their employees, the communities where their businesses are situated, the stakeholders and the environment. Ferrell, Hirt and Ferrell, (2011) establish that among the many social issues that managers must consider, are their firm's relations with owners and stakeholders, employees, consumers, the environment and the community.

Corporate Social Responsibility (CSR) which is treated as a business level issue is increasingly being used by CEOs and managers of companies as a competitive advantage. The reason for this is that, the positive image created when companies behave in socially responsible manner is integral to the financial performance and success of the business. There is much evidence that social responsibility is associated with improved business performance. Studies have shown that there is a direct relationship between social responsibility and profitability as well as a link that exists between employee commitment and customer loyalty (Bernardin, 2007; Ferrell *et al*, 2011; Ivancevich and Konopaske, 2013). Consumers may not necessarily like the products and services of a particular company but they go ahead to use and patronize the products and services of these organisations because the company maintains ethical policies and socially responsible behaviour such as; diversity policies, engaging in charitable causes - philanthropy, protection of the rights of the employees, consumers and the community at large. Social responsibility is a dynamic area, with issues changing constantly in response to society's demands. Therefore, whatever the reasons why consumers choose the products and services of a company over another, one thing is that business organisations cannot exist in a vacuum, as the community or the society plays a central and crucial role in the growth and success of a business. Community or the society members act as testers of the products or services and provide valuable feedback, thereby participating in making concrete development in the business economy (Hienerth and Lettl, 2011). The employees as internal customers are however the primary testers of a company's policies and activities and managers are expected to be familiar with the relevant

ethical codes of their vocation and country. They play important role and need to show that each employee is important and will be treated ethically. This means that any activity engaged in by the manager will be fair, truthful and honourable; people will not be discriminated against and all their basic rights will be protected (Ivancevich and Konopaske, 2013). When employees know they are appreciated, it gives a sense of belonging, ownership and security which impacts positively on the way they carry out their duties – they are obliged to be socially responsible in the course of their direct contact and interactions with the customers of their organisation and the public at large. This propagates good corporate image which is a competitive advantage achieved without expending any cost on advertisement, but simply by behaving in a socially responsible way.

There is a global recognition of private initiatives / activities as a central part of economic growth and economic development, both in the developed and the developing countries (Kuemmerle, 2005). Governments and nation states all over the world have 'come to terms' with the fact that they cannot bring about economic development on their own. They acknowledge the need to collaborate with the private sector – the formal and the informal. Thus, private ventures exist in practically all the sectors of the economy which includes; banking and financial services, oil and gas, media, manufacturing, as well as in the educational sector - to meet and satisfy the needs of the teeming population which the public sector organisations are unable to meet and satisfy.

Objectives of the Study

The study examines managerial behaviour and corporate social responsibilities of private education providers at the primary education level with a view to establishing the fact that it is indeed the obligatory adoption of ethical policies and socially responsible behaviour that accounts for the positive impact some private education operators have made in the educational sector. This study also examines the areas where the private education providers have not been accountable in their business models, decision making and operations and thus suggests ways that the private education providers can collaborate with other stakeholders to bring about transformation and better educational outcomes.

Originality of the Study

This study makes original contribution to literature on managerial behaviour and corporate social responsibility as a strategy for making positive impact on the stakeholders of an organisation and institution increasing business performance and having a competitive advantage. Managerial behaviour and corporate social responsibility in the educational

institutions, especially the private educational institutions is an area that is scarcely studied and thus, there is a dearth of literature in this area (Mars and Ginter, 2012; Paul, 2012). This study focuses on managerial behaviour of private primary education providers and operators. All over the world, the primary education is the basic and the most vulnerable of all the levels in the educational system, where literary and numerical skills are developed. A solid foundation at the primary education level determines successful transition through the higher and tertiary levels, as well as lifelong academic and career success. This successful transition is however dependent on the responsible management of this basic level of educational development. The private primary education managers have an obligation to focus on the effect their business models, policies and operations have on their most immediate and vulnerable stakeholders – the pupils. The new conceptual framework established by this study is that the managerial decision as well as the obligation of some private school operators to act responsibly by providing quality education, has brought about some positive outcomes - the transformation and improvement of public education.

Literature Review

The Nature of Private Education and Private Primary Education

The educational sector most especially has been through some significant transformation in recent times. According to Job and Orji (2013), contemporary world attention has focused on education because of its contribution to national development, as it is an instrument for launching nations into the world of science and technology and with consequential hope of human advancement in terms of living conditions and development of the environment. Parents and guardians in the global community are choosing private or the independent schools because of the many advantages which they believe they offer such as; excellent academic results and high expectations; small class sizes and attention to individual needs to mention but a few. From the developing countries of the world to the developed countries, the private sector shares of school enrolments exceed the public-sector share of enrolments (Fielden et al, 2008). The disturbing state of and the dissatisfaction with the quality of public education especially in the developing countries created an opportunity for private education operators to exploit the educational sector, leveraging on resources to address this social problem to bring about a solution while profiting from the venture as well. The private education providers are referred to as social entrepreneurs as most definitions of social entrepreneurship refer to an ability to leverage resources that address social problems. The social entrepreneur's vision is not merely to create something new in the pursuit of fame or fortune, but rather to do so in the quest to make the world a better place (Smith and Petersen, 2006). This argument is based on the belief that this group of entrepreneurs may create social-

purpose ventures through either a for-profit or nonprofit structure but, having a positive impact on society is a top priority. It is a case of conventional entrepreneurs (those individuals who develop businesses by bringing innovations to market) who practice social responsibility. Owners and managers of private education, by virtue of their commitment to deliver quality education and services in their daily operations and duties, can be said to be actively engaged in socially responsible behaviour.

Private education is referred to as educational entrepreneurship refers to private initiatives directed towards; innovation, transformation and improvement of public education system (Smith and Petersen, 2006). Private schools, also referred to as independent schools or non-state schools, are schools not administered by local, state or national government. They retain their right to select their pupils or students and the teachers. They are funded wholly or in part by; charging their pupils or students tuition fees, through sponsors' contributions, contracts, commercial activities, private donations and grants. They and the entrepreneurs who start them have the potential to spark more rapid, dramatic change than might otherwise be created by status quo organisations (Awe, Bello and Ogundiran, 2014; Board, 2018; Gibson *et al.* 2011; Smith and Petersen, 2006). Private schools have also been referred to as startups by former and current teachers, tutors, school administrators and teachers who take personal risks to enhance education by investing time, energy and capital to; create, develop and market programmes, products or services (Paul, 2012). The private education sector has grown virtually across the board in developed and developing countries. The main reasons for the growth and expansion of private education are; the inability of public finances to keep pace with the growing demand for higher education, dissatisfaction with the quality of public education (i.e., large class sizes, teacher absences and lack of books and teaching supplies), the existence of more modern and job relevant curricula and programs in the private sector and the politicization of public education and unfavorable policy changes (Fielden and LaRochque 2008).

Private education is a revolution in the educational system, which is founded on the belief that entrepreneurship is a powerful force through which positive impact on education outcomes can be made. It is the teacher community and educational system of a country that plays a crucial role in the process of human resource development by seeking to enhance the capacity of the existing educational system, which requires a personal attribute consisting of innovativeness, accountability, change catalyst, risk taking and bearing attitude (Karanam and Mammen, 2011; Paul, 2012) affirms that the private education providers/ managers aim to disrupt education in productive ways to introduce tools that will transform the way scholars learn. Providing quality education in the interest of the society is a socially responsible

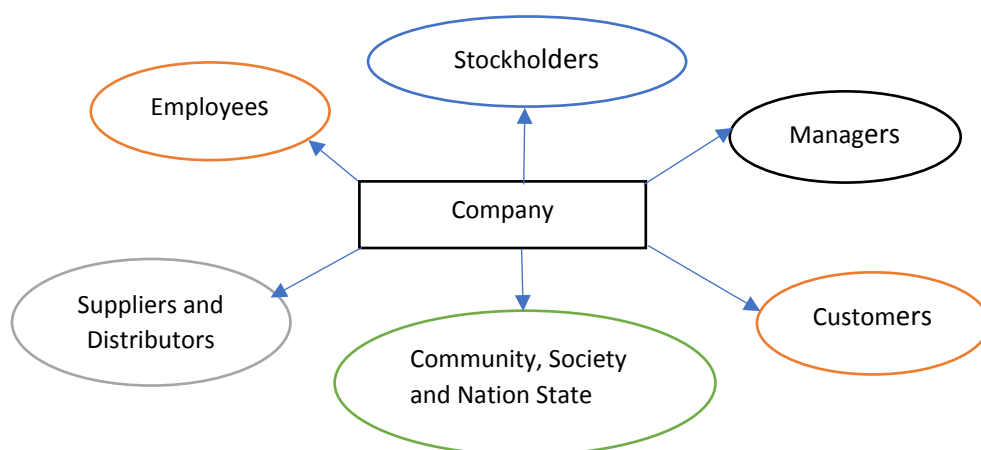
behaviour. Educational entrepreneurs, as social entrepreneurs, create organisations to address the social problems in public education, which include worn out equipment, overcrowded classrooms, dilapidated school buildings, inadequate human resources, both in quality and quantity, poor working conditions, demotivated teachers and instability in the academic calendar due to strikes (Adebayo, 2009; Harma, 2011; Ijaiye and Jekayinfa, 2009). With the fallen standards in the public schools and the subsequent loss of faith in the public education provision; parents, guardian and the society at large have practically turned to the private schools, especially at the primary level, which is the foundation of all education with the hope that the private schools will meet their quest and need for quality education for the young ones who are just starting out in life. It is important to note here that the primary education is the foundation in educational systems where basic language skills, mathematical skills and scientific concepts are introduced to children at ages four, through seven, up to ten or eleven years old. Primary education is more particularly the level of education that develops individual capacity to read, write and calculate and thus establishes within each child, the necessary skills to function throughout their academic careers and within the community (Akinbote, 2007).

The role education plays in the development of any economy cannot be overemphasised. Education is seen to be indispensable in a society as it is regarded as a medium for completing the socialisation process, transmission of attitudes, conferring of status, self-empowerment, occupational placement as well as the supply of the needed manpower for national development. It is also a medium for attaining financial stability and for the achievement of dignity of life. Education is the bedrock of any nation and the success of any nation is greatly dependent on the effectiveness and efficiency of her educational system (Job and Orji, 2013). The void in the educational system created by the irresponsible behaviour of the owners and managers of public school towards education and the subsequent poor performance of the public schools which necessitated the intervention and participation of private education providers has given rise to an unplanned expansion and proliferation of private education (Harma, 2011). This situation is such that provision of education has somewhat become an 'all comers affair' as some perceive it to be a very lucrative business venture to engage and benefit from the education system. However, it does irk some stakeholder groups that the people starting for-profit schools are not career educators but are individuals who have come into the educational sector from the banking sector, media, etc. (Petersen, 2014). This situation raises concerns regarding the quality of this unregulated provision (Harma, 2011). This study argues that owners and managers of private schools owe it to their customers and the stakeholders to be accountable and responsible in the provision of quality education for better educational outcomes, beginning from the foundation - the primary education.

The Concept of Corporate Social Responsibility and Its Relationship with Education

The theory of Social Responsibility is built on the system of ethics whereby decisions and actions are validated and considered to be socially responsible and will not cause any harm to the society before they are implemented. Corporate Social Responsibility is thus a self-regulating business model that helps a company to be socially accountable to itself, its stakeholders, and the public. This means that a company is operating in ways that enhance society and the environment, instead of contributing negatively to them (Chen, 2019). Business organisations can use Corporate Social Responsibility as a strategy to secure their businesses. Being socially responsible to their employees and customers promotes employee commitment and customer loyalty. Employee commitment and customer loyalty lead to increased business performance and increased profit. When businesses earn good profit, they are said to be socially responsible to owners and stockholders - who are primarily concerned with a return on their investments in a company. Business ethics is basically a process of responsible decision making which shapes the practice and management of business, people, society and a nation. Moreover, for a company to be socially responsible, it needs to be responsible to itself and the owners and stockholders by earning profits and growing the business to be able to give back to the stakeholders - the local communities, customers, employees and the environment. Figure 1 below shows types of company stakeholders.

Figure 1. Configuration of stakeholders that surround a company.



Source: Jones and George (2013)

Ferrell *et al* (2011) explicitly recognise that the social issues that managers must consider are the firm's relations with owners and stakeholders, employees, consumers, the environment and the community. Organisations are made up of internal and external customers, thus from the CRS model, employee engagement leads to increased productivity as customer support leads to increased sales. The customers are the testers and users of the products and services who provide valuable feedback based on their experience with the products or services provided by the organisation.

This managerial social responsibility which is based on individual's ethics does not only take into consideration those areas where one has material interest, but also considers and supports issues for philanthropic reasons (Farahmand, 2011; Molnar, Rathonyi-Odor and Borbely, 2012). The managerial social responsibility forms the base for organisational social responsibility because if everyone in a business organisation does his/her bit, the bigger things automatically fall into place (Farahmand, 2011)

As education is perceived to be the key to everything, educational institutions or schools are established for the purpose of imparting knowledge, through the process of teaching and learning. Oluremi (2014) summarised the aims for establishing a school to include; Self-fulfillment - the desire to make valuable contributions to the community to which one belongs, to keep oneself busy after retirement and to continue to be relevant in one's field of endeavor, to produce learners who will be credited worthy to the school and community at large, to equip the learners with the basic skills to make them successful, even in their private life, to lead learners to academic success and prepare them for white collar jobs, to inculcate in them good character and sound judgment and; to produce useful and responsible citizens capable of making valuable contributions to the larger community in future. All these aims point to social responsibility to self, the learners and the community.

The public schools and their managers (the government and its agents) having failed in their responsibility by not adequately funding the public education sector, which is evident in the dilapidated state of school structures and facilities, demotivated teachers, high level of truancy on the part of pupils and the total fallen standard of public education system (Adebayo, 2009; Job and Orji, 2013), created an opportunity for private operators to fill the gap by offering better commitment, better service and standard. The issues of responsibility and control have been identified as some of the key factors that retard the pace of national development, especially educational development.

This exercise of responsibility and control is usually characterized by unhealthy rivalry or competition, as the various agencies of education are actively involved (Adeyinka, 1992). It is

important to perceive the emergence of private initiatives in the educational system as a move to complement the efforts of the public-school system. Educational entrepreneurs as social entrepreneurs pursue initiatives and opportunities to address social problems and needs to improve society and wellbeing. They seek to mobilise resources to solve social problems through creative solutions. Within the educational sector, social entrepreneurs create many different types of organisations that seek a positive impact on the broader system, such as creating a new supply of public schools and school systems and developing alternative sources of schools, teachers and leaders. They are change agents who bring about and sustain changes in the educational sector (Smith and Petersen, 2006).

The relationship between education and entrepreneurship in the context of this study is viewed from the angle that the entrepreneurial model can be applied to education to bring about positive changes in the educational system, even though some schools of thought are of the view that education and business do not mix. However, within the realm of entrepreneurship, the educational entrepreneur has potential for transforming public education by creating social purpose venture through for-profit structure with the top priority being to make a positive impact on society (Hess and Hassel, 2006). Although the entrepreneurial model is generally accepted as an instrument for the rebuilding of economies and their sectors, for economic and social recovery (Koveos and Zhang, 2012), Baumol (1990) in his study recognised that not all opportunity exploitation will necessarily be in society's best interest and thus defined entrepreneurs very broadly as persons who are ingenious and creative in finding ways that add to their own wealth, power and prestige.

This means that entrepreneurial talent can be allocated in ways that retard economic development (Szirmai, Naude and Goedhuys, 2011). The desire by individuals to exploit an opportunity especially for the financial benefits that accrue from doing so has led to unplanned development of different levels and classes of private schools as well as the development of poor business models, whereby some private school operators and managers use rudimentary rented buildings (sometimes little more than huts), often not weather proof as school building and with less qualified teaching staff (Gibson *et al.* 2011).

Most of the schools found in this range are the low-fee private (LFP) schools, operating on low margins and catering to poor communities and also the less well-off within middle-class neighbourhoods. This situation somewhat gives the impression that education is being commercialised, as schools are housed in living rented apartments rather than the conventional school buildings with classrooms, assembly hall and green field. The social value-adding purpose of education will be inevitably compromised and the possibility of such

school environment delivering quality education that will lead to academic success in the long run cannot be ascertained.

Aspects of Social Responsibility in Private Education Provision

The private schools all have a similar and simple business model as income is dependent on number of pupils multiplied by fees. Therefore, setting up and running a school is seen to be an acceptable and increasingly popular business activity, both socially worthy and financially profitable. Report from studies show that, school owners often state that, 'their passion for education or their desire to do something for their community', as the key reasons for setting up schools (Gibson *et al.* 2011). Several studies conducted in Nigeria and globally, have shown that most private schools have facilities and human resources that surpass those of the public schools both at the primary, secondary and the tertiary levels as well such as ; laboratories for science and technology, libraries and workshops for vocational subjects/courses. Athletic facilities; such as swimming pools, tennis courts and rugby pitches, in addition to various extra-curricular activities such as; music, drama, dance, clubs, societies, community service and cadet forces are all part of the features in the private schools, all of which spill into the academic life (Adebayo, 2009; Ashley *et al.*, 2014; Onuka and Arowojolu, 2008; Tooley *et al.*, 2007).

In a comparative study conducted by Tooley *et al.* (2007) on private schools and the millennium development goal of universal primary education in Hyderabad, India; the findings show that, on a range of indicators which include; pupil-teacher ratio, teaching activity, teacher absenteeism, classroom and school input, that the private unaided schools, both the recognised and the unrecognised were found to be superior to government schools.

Onuka and Arowojolu (2008) in their evaluation of parents' patronage of private primary schools identified such factors as teacher motivation and commitment to work, teaching facilities, teachers assisting children's reading and maintaining friendly and positive attitudes towards pupils, pupil discipline as well as infrastructural and resource provision as some of the reasons for their preference and patronage of private primary schools.

Adediwura *et al.* (2008) argues that private schools' effectiveness is significantly, higher levels of connectedness of the pupils to their teachers in private schools than their peers in public schools. The studies also reported feelings of higher esteem, greater motivation to learn and feelings of a higher sense of security than the public-school pupils in the sample

Adebayo (2009) examined the phenomenon of parental preference for private secondary schools in Nigeria, the findings show that some factors, such as teacher quality and quantity, facilities, class size, curriculum practices, stability of academic activities, disciplinary concerns, cost effectiveness and overall output quality, are responsible for parents' preference for private secondary schools.

Alimi et al (2012) investigated the influence of school types and facilities on students' academic performance in Ondo State, Nigeria. The findings from the study show that there is a significant difference in the facilities available between public and private senior secondary schools. Private schools appear to have a higher index of facilities than public schools with 68.29 and 52.42 for the private and public schools respectively. The study showed that private schools with high standard of prescribed educational facilities did perform better in West African School Certificate (WASC) examination than public schools. The study also showed that private school proprietors appear to inject more funds on facilities than public schools.

Ashley *et al* (2014) state that motivation for starting and operating a private school include values, profit/non-profit, income and influence, which they do not however regard as a defining parameter in their review of the concept of private education. For Ashley *et al* (2014) motivation is an intangible descriptor, complicated by the fact that school owners of any description may express their motivations as a combination of competing commitments to philanthropy, corporate social responsibility and business interests.

Learner (2015) stated that in a 2011 survey commissioned by the Independent Schools Council on why parents send their children to independent schools (Private schools), the findings show that the most common answers, apart from better standards of education, included; a better start in life, more chances in life and better chances for future careers, better discipline and smaller pupil-teacher ratios.

Empirical studies carried out on private schools, the different features and services provided by private schools, which allow for quality and enhanced learning, are not readily available in the public schools. Therefore, parents' preference is for the private school's education. These positive features and services - good physical structures and facilities, curriculum practices, stability of academic activities, teacher quality are all as a result of responsible managerial behaviour and accountability on the part of the operators of the schools.

Shortcomings of Private Primary Schools – A Case of Social Irresponsibility

Different educational entrepreneurs have their different vision and mission for engaging in the provision of educational services. However, along the line some of them may cut corners in the course of the realization of their vision through the use of poor business models and inattention to quality (Hess and Hassel, 2006). Hence, their policies and actions may tend towards manipulation, leaving the users or customers feeling exploited (Paul, 2012)

Zaid (2004) findings show that most private schools lacked the necessary facilities for balanced teaching and learning despite the high fees these schools charge, which raises the question as to what the funds are used for. Therefore, other studies show that privatisation of education in the primary, secondary and tertiary levels create inequalities among pupils and students (Akinbote, 2007). The deplorable facilities in the public schools cannot in any way match the splendor in the private schools, resulting in social inequality.

Fielden and LaRocque (2008) study of private education in emerging countries show that a characteristic feature of the private education sector in many countries is the wide variation in quality across private providers. The study also shows that in many instances, regulatory authorities, parents and students have little information on the size and nature of the private education sector or on the quality of education being delivered in the sector. This is a case of communication gap which should not be, as schools owe their stakeholders the obligation to carry them along on their activities and operations. Keeping stakeholders abreast of the decisions and policies as it concerns the running of the school and the education of the pupils shows some level of accountability and responsibility.

Harma (2011) study on private schools in Lagos also indicates that private schools neither invest in human capital development nor in capacity building programmes. Agi (2013) argues that for any private school to contribute effectively to the development and the achievement of educational goals and objectives of a state and a nation, there is need for the schools to engage in best practices by lending themselves to the specified statewide standards.

Most startup private schools lack the necessary working capital to fund their schools. Banks find it very difficult to grant loan facilities to small businesses (Odeleye *et al.* as cited in Agi, 2013). Hence, these startups lack the ability to acquire the necessary facilities to meet the set standards for the operation of schools.

The privatisation of education in the primary, secondary and tertiary levels create inequalities among pupils and students (Adeogun *et al.* 2009; Akinbote, 2007). The deplorable facilities in

the public schools cannot in any way match the splendor in the private schools, resulting in social inequality. However, some financially stable private schools, which have been in operation for a long period of time extend their social responsibility to some deficient public schools within the communities where their schools are situated by adopting them and nurturing the schools to raise the standard and quality of education they offer. By doing so, the gap and the social inequality is bridged or reduced to the barest minimum.

Another shortcoming identified with private schools concerns their enrolment process. As the deplorable state of the public schools left parents and guardians with no other choice or option than to rush to the private schools, the private schools end up admitting more students and pupils than their capacity can support, with quality being compromised. The private schools get their funds from the school fees they charge. The more pupils they have, the more their income, however at the expense of quality. In addition, when a class contains the number of pupils than its capacity can support, it is usually a challenge as the personnel or the teacher in charge of that class is usually over tasked. He or she may be seen performing tasks meant for five people because the private school owner/manager wants to maximize funds.

The findings also show that exploitation is also one of the shortcomings of private schools. Since the private schools are not funded nor receive grants from the government, the private schools thus resort to charging exorbitant school fees in a bid to meet up with the financial obligations of running the school. This exorbitant fee serves as a distinction, as only those who can afford the fees are eligible to enroll. Adefeso-Olateju (2013) in her study reports that the main shortcoming of private schools was found to be the relatively higher cost, which does not in any way guarantee future employment after leaving school. Findings from other related studies also show that the exploitative nature of some private schools is the reason why some researchers show little or no interest in the field of educational entrepreneurship, hence the dearth of literature and limited knowledge of the phenomenon (Hess and Hassel, 2006; Mars and Ginter, 2012; Paul, 2012).

Findings from the review of literature on previous studies on private schools show that in spite of the high fees charged by the private schools, most of these schools lacked the necessary facilities for balanced teaching and learning; and others do not invest in human capital development. Although some of these private schools may be startups and still struggling from want of working capital to fund the school. But for the schools which charge exorbitant fees and yet do not give parents value for their money through the delivery of quality education to the pupils, it is thus a case of poor ethical values and act of social irresponsibility on the part of the managers of these schools. This implies that socially responsible managerial behaviour

is deliberate and a matter of choice or personal obligation to make a positive impact to its organisation / institution, its customers and the society at large.

This study attempts to establish the fact that it is indeed the obligatory adoption of ethical policies and socially responsible behaviour of managers and operators of some private schools that account for the positive educational transformation in the school system. witnessed at the primary education.

Methodology

The exploratory design was adopted for the study. This is because Private Education provision or Educational Entrepreneurship is an area with limited research (Hess and Hassel, 2006; Mars and Ginter, 2012), hence not much is known about this field. The exploratory design is the most appropriate design to be used to conduct a study of this nature, where there are few or no earlier studies to refer to (Lynn and Lynn, 2015).

The study adopted the mixed method, whereby quantitative and qualitative research methods were used to collect data from stakeholders of private schools – private school owners / managers, teachers, parents, officials of the regulatory ministry (ministry of education) and other individuals. The mixed method is a technique that allows for a better understanding of the research problem by obtaining different but complementary data. It also facilitates the validation of data through cross verification of quantitative and qualitative data, as well as secondary and primary data (Creswell and Clark, 2011).

The quantitative approach involved a field survey, where a questionnaire, on the managerial behavior and social responsibilities of private education providers was used to collect data from 300 stakeholders (respondents) of 50 private primary schools in Lagos Nigeria, selected through purposive sampling. Descriptive statistics and multiple regression procedure on Statistical Package for Social Sciences (SPSS), version 20 was used to analyse data and to test for the level of significance.

The qualitative approach involved the use of focus-group discussion, which is a good technique used to gather people from similar background or experiences to discuss a specific topic of interest. It is a good a way to gather in-depth information as it is closer to what people are really thinking and feeling (Berkowitz, 2018).

According to Krueger (2002), the participants in a focus group discussion are selected based on the criteria that they are knowledgeable about the topic of discussion; hence the recruitment

of participants for the study is purposive. Note taking, one of the methods recommended by Krueger (2002) and Berkowitz (2018) from focus-group was used to collect data from the 11 participants in the group discussion. Systematic analysis process, which begins while still in the group during the data collection as suggested by Krueger (2002), and the use of content analysis and ethnographic analytic techniques, as suggested by Morgan (1988) were adopted for the analysis of the data from the group discussion.

The analysis of data from the focus group discussion involved a blend of content analysis; which is systematic by devising and using a coding system to organize the data into categories, scoring the data, noting the patterns that emerge and counting the number of times a particular theme is expressed and; ethnographic analytic techniques for the data analysis, which is totally qualitative drawing from common themes and direct quotes and using them to illustrate. This blend of two different methods of analysis is what Given (2008), refers to as ethnographic content analysis. Report of findings were presented in a bulleted format as Krueger (2002) and Berkowitz (2018) suggest that report of findings from focus group discussion can be presented in a narrative style, bulleted or pointwise format.

Data Analysis and Findings

This section presents the results of the field survey as well as the results of the focus group discussion.

Analysis of Data (Quantitative approach)

The relevant question as it relates to the objective of the study was asked and data were collected via a questionnaire. Below is the analysis of the result.

The obligation to deliver quality education led to the establishment of private schools

Hypothesis

There is a significant statistical relationship between the obligation to deliver quality education and services and the establishment of private schools.

Table:1a Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.114 ^a	.013	.010	.851

Data Interpretation

Table 1a shows the composite effect of the independent variable - the obligation to deliver quality education on the dependent variable - the establishment of private primary schools; the table shows R- the Multiple Correlation, (R^2) - the Square of this correlation, Standard error and F value- the probability value (Sig F).

Table: 1b **Analysis of Variance**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2.855	1	2.855	3.944	.048 ^b
	Residual	215.692	298	.724		
	Total	218.547	299			

*Significant at $p < 0.05$

Data Interpretation

Table 1b gives the Analysis of Variance. The F ratio here is different from those of ANOVA and ANCOVA. The variables under consideration - the obligation to deliver quality education (the independent variable) correlated significantly with the dependent variable, the establishment of private schools. This means that the independent variable has an effect on the dependent variable because the value is significant as the probability is less than 0.05. Thus, the hypothesis which states that there is a significant statistical relationship between the obligation to deliver quality education and the establishment of private schools is accepted.

Table: 1c **Coefficients**

Model		Unstandardised Coefficients		Standardised	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.539	.124		36.651	.000
	Stakeholder/ respondent	.088	.044	.114	1.986	.048

Table 1c shows the effect of the contribution of the independent variable on the dependent variable. The B is the partial correlation and the Beta is the weight contribution of the independent variable which is .114

Based on the hypothesis testing, the calculated value of the independent variable on the dependent variable is significant because the probability is less than 0.05 ($p < 0.05$). The variables under consideration - the obligation to deliver quality education (independent variable) correlated significantly with the dependent variable, the establishment of private schools. Thus, the finding shows that the obligation to deliver quality education and services led to the establishment of private schools.

Analysis of Data (Qualitative approach)

The relevant question as it relates to the objective of the study was asked for the participants in the focus group discussion to give an open-ended response. The responses/data were transcribed. Below is the analysis of the result.

Discuss the motivations that led to the establishment of private primary schools. The objective of this question specifically was to find out the most important motive on the part of the private school owners / operators for venturing into establishing primary schools.

Answers	Frequency
<i>To be able to cater for fewer population of pupils which is easier to manage</i>	1
<i>The government legislative encouraged the educational entrepreneurs to establish schools, since it was a free enterprise</i>	2
<i>Establishing a school is a business opportunity to make some profit from</i>	4
<i>The joy and personal fulfillment derived from the ability to make an impact and add value to the society by bringing about changes in the educational system. The joy and fulfillment derived from being able to engage pupils properly..... instilling core values and fear of God, thus nurturing good and reliable pupils who will be useful to the society</i>	4
<i>The desire to provide better and high standard of education to the yearning and teeming population</i>	9

Drawing from the theme in the answers provided by participants, the result show that the motivation for establishing a school for some private school operators is basically borne out of the need to make a positive impact to the society by bringing about positive changes in the educational system. This is to say that the search for pecuniary gains is not the principal motive nor the top priority for establishing a school, but the joy and personal fulfillment derived from being able to engage pupils properly and nurture them to be useful to the society through the provision of quality and high standard education. Thus, the issue of profit making is perceived to be secondary, while accountability is the main motive.

Discussion of Findings and Practical Implications

Conclusively, the use of the mixed research method allows for a better understanding of the research problem by obtaining different but complementary data. According to Creswell and Clark (2011), mixed method facilitates the validation of data through cross verification of primary and secondary data. Thus the quantitative approach which is empirical and analytical, and the qualitative approach which is interpretive and symbolical (Ojo *et al.* 2013) allows for a rich, well rounded and detailed analysis of the findings of a study, thus leading to the production of more robust result than could have been accomplished using a single approach in the assessment of a crucial social issue as the provision of qualitative education at the basic level.

The findings from both the previous studies and this study show that the private schools generally have nurtured a new breed of motivated teachers who are proud of the teaching profession and are accountable as they are found to be attentive to the needs of pupils, thus enhancing good pupil/ teacher relationship and better academic performance as opposed to the demotivated teachers in the public primary schools who neglected their pupils. Also, the findings show that the private primary schools brought some decency to teaching and learning activities to a very large extent through strict supervision of teaching and learning activities by school authorities, better facilities and the provision of conducive environment and improved teaching aids for effective transmission of knowledge. Pupils are exposed to a wide range of subjects, extracurricular activities and international curriculum. Teachers and pupils possess good communication skills, are disciplined and well mannered. These findings all point to different aspects of social responsibility exhibited by private school managers and operators, which have direct positive impact on their stakeholders (pupils, teachers, parents, the government and the general public).

However, some private school owners, managers and operators are failing in their own responsibility as they charge high school fees and yet fail to deliver quality education by not investing in facilities and human capacity building for the delivery of quality education. From these findings, it does imply that being socially responsible and accountable is a deliberate and conscious choice made by managers whose top priority is to make a positive impact on society borne out of personal ethical values. Thus, this crop of socially responsible private school managers and operators may, according to Karanam and Mammen (2011) be referred to as the teacher community and educational system of a country that plays a crucial role in the process of human resource development by seeking to enhance the capacity of the existing educational system, which requires a personal attribute consisting of innovativeness, accountability, change catalyst, risk taking and bearing attitude.

Therefore, there is the need for the major stakeholders in the society to identify with this crop of socially responsible educational entrepreneurs and collaborate with them for better educational outcomes. Through Parents' Teachers' Association (PTA) platforms, parents and teachers can interact directly and proffer solution on how to deal with different learning difficulties or challenges that hinder pupils' learning outcomes. There is also the need for collaboration as well as government intervention, through its regulatory body the Ministry of Education. The duty of the Ministry of Education to ensure that private school operators adhere strictly to the rules and policies, as well best educational practices for sustained high educational standards. The private school managers and operators, especially the startups among them can leverage from government's tax holidays so that they can have enough working capital to make the necessary changes that will enhance teaching and learning activities. Therefore, it is important that the private schools strive to deliver cost effective quality education so that their services can be fairly accessible a greater number of the populace of pupils. This also is a socially responsible behaviour, as it will go a long way to reducing the high level of social inequality among pupils and students, occasioned by the privatisation policy which allows individuals to operate schools independent of government funds. It is also important to emphasize the need for policy makers /the government to make the rehabilitation of public schools a top priority as this will go a long way to increasing better educational outcomes amongst the populace of children and youths and also help to reduce social inequality too.

Limitations of the Study

The first and the major limitation of this study was the dearth of literature in the area of study. Educational entrepreneurship is a relatively new phenomenon (Karamen and Mammen, 2011;

Smith and Petersen, 2006). Much of the research done in this area had been in the developed countries. The reason for this dearth of literature is as a result of the public unease with for-profit or non-traditional educational provision as some of them are perceived to be exploitative, hence there is no inspiration on the part of researchers to carry out research in this field of study (Mars and Ginter, 2012; Paul, 2012; Hess and Hassel, 2006).

A second major constraint encountered in the study had to do with accessing the private schools as well as the respondents used for the survey. A total number of 50 private primary schools and 300 respondents were involved in the survey. These schools and respondents are located in different zones and local government areas in the Lagos metropolis, thus with the geographical distance between these schools and respondents, coordinating the data gathering process was quite a difficult task. Also in some of the schools that were visited, the school authorities were unwelcoming and declined to participate in the survey. In the schools where the researcher was able to gain entry, some of the respondents complained about being too busy at work and opted to attend to the questionnaire at their own convenience. Under this circumstance the researcher had no control over the administration of the questionnaire.

Another limitation to the study was the data collection instrument. Though the Likert questionnaire is the most appropriate data collection instrument for quantitative study (survey) as it allows for degrees of opinion to no opinion at all, which allows the data obtained to be analysed with ease (McLeod, 2008), the Likert scale questionnaire is however likely to be subjected to some distortion as respondents may be biased and just agree with the statements as they are presented, or try to portray themselves or their institution in a more favourable light. This is largely because the questions are closed-ended and do not allow for those who have sufficient knowledge about the subject to give in-depth information. However, the focus group discussion was able to bridge this gap.

Conclusion

Choosing the schools their wards attend is one of the most important ways that parents are involved in their children's education. Most often than not, these choices are influenced by experiences of other parents or close associates as some private schools need not advertise as parents bring their wards to enroll in these schools based on word of mouth or testimonies of other parents who appreciate their services. It is the case of "if our services are good, tell others". The reputation of business organisations affects the decision making of some customers, thus companies and institutions who want to remain relevant in the business

economy are under increasing pressure to behave in a socially responsible manner. Corporate social responsibility as a business ethic concept, looks past the financial affairs of the company and concentrates on the how the business benefits the society instead of its shareholders and there organisation's competitive advantage.

All over the world, the private education sector plays an important role in the delivery of school level education with its shares of school enrolments exceeding that of the public sector share of enrolments because of the perceived advantages the private schools offer. These perceived advantages are the social value they add to the pupils, teachers and the community. These form of social responsibility or accountability take the form of teacher motivation through investment in human capital development and training of personnel, high level of investment in facilities to make room for small classes that allows for proper attention to individual need of pupils, giving discounts to parents who enrol two or more children in the school, donating to help orphanages within the community where the school is located, to mention but a few. Difficult as these noble activities may seem for some private school operators who are more concerned about the financial affairs of their school and are all out to make profit, it is important to note that the positive image of their corporate social and environmental performance to a very large extent determines their corporate financial performance.

Suggestions for Further Studies

The main goal of exploratory research is to identify key issues or key factors and make suggestions for future research (Lynn and Lynn, 2015). Apart from the results which showed the positive impact made by the private schools based on the analysis and the interpretation of data collected, some key factors were identified as being some of the shortcomings of private schools. Therefore, there is the need for further investigations into these factors so as to identify how these challenges may be confronted to reduce them to the barest minimum, so as to counter the effect they may have on educational outcomes.

First, there is the need to investigate and discover new ways of improving the communication network between and among the different stakeholders of private schools for regular and more effective communication among stakeholders for closer cooperation and mutual understanding. There is also the need for further study to find out the reason why some private education providers charge exorbitant school fees and yet fail to live up to their responsibilities with regards to capacity building of tutors and pupils, as well as providing facilities that match the high fees they charge.

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